**Jacquelyn Johnson, Chair**

**Department of African American Studies**

**HLC Annual Conference Q&A**

Name of the Session

**Sunday, April 7, 2013**

**1030am**

**Regency B, Gold Level**

**‘Assessment of Student Learning: Moving from Messy to Meaningful’ with VanBoening & Tharnish**

“Discover how to make assessment more meaningful. Learn how Central Community College used a faculty-driven committee to create uniform assessment procedures, provide consistent feedback and educate the college on assessment of student learning. In this session, we share our standard report template, common rubric review document and an ASL handbook.”

What were the main outcomes of the session? What were the most important/groundbreaking points?

Presentation made it clear that with a plan and administrative support, a solid assessment project could be carried out—even with more than one campus—if it were faculty-driven and developed at the department/program level with substantive administrative support, adequate time and funding.

How does this session relate to teaching and learning and assessment?

The presentation outlined what they did to organize their assessment efforts. Their

Name and discuss one actionable item from this presentation you feel can be applied in the long or short term at Olive-Harvey College to improve student learning or how we can help document that  learning is taking place.  What can be your role in helping to bring this actionable item to fruition. Please be specific as possible.

This could be applied to Olive-Harvey with a faculty-driven assessment strategy developed by the assessment committee led by at least one or two faculty members with full release time. My role is to work with my department faculty wherever possible to create assessment opportunities to improve our teaching and learning.

Name of the Session

**Monday, April 8, 2013**

**4:15pm**

**Regency C, Gold Level**

**“An Integrated Effort to Develop and Assess Critical Thinking Skills” with Dr. Steven K. Jones**

“In this session, we will describe the efforts of an integrated faculty team formed to promote the development of cadets’ critical thinking skills. We will also discuss the team’s use of the Critical thinking Assessment Test (CAT) as both a faculty development and assessment tool.”

What were the main outcomes of the session? What were the most important/groundbreaking points?

Students everywhere are struggling with critical thinking. The way they have been succeeding is by providing resources for faculty to gather informally and formally to discuss and brainstorm ways to make students relate course content across subjects. He stressed that the employers want students that can reason.

How does this session relate to teaching and learning and assessment?

In this presentation, Dr. Jones discussed the many ways that the faculty at the USAFA has been working to bridge the gap between what they teach and what students learn.

Name and discuss one actionable item from this presentation you feel can be applied in the long or short term at Olive-Harvey College to improve student learning or how we can help document that  learning is taking place.  What can be your role in helping to bring this actionable item to fruition. Please be specific as possible.

Faculty is supported with time, funding and space to develop assignments. This has brought success. My role is to work with my department faculty wherever possible to create assessment opportunities to improve our teaching and learning.